

# Reading Toolkit: Grade 3 Objective 1.E.4.a

Standard 1.0 General Reading Processes

Topic E. General Reading Comprehension

Indicator 4. Use strategies to demonstrate understanding of the text (after reading)

Objective a. Identify and explain the main idea

Assessment Limits:

in the text or a portion of the text

in the text or a portion of the text

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- Sample Item #1 - Selected Response (SR)

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- 'Being a Fish'

### Sample Item #1 - Selected Response (SR) Item

Handout(s):

- Being a Fish

Reading Grade 3 Objective 1.E.4.a

Read the story "Being a Fish" and answer the following question. This story mainly tells \_\_\_\_\_.

- A. how fish are different from people
- B. how many kinds of fish there are
- C. where fish can be found
- D. how fish swim

Correct Answer:

A

## Handouts

### Being a Fish

by Russell E. Erickson

Would it be fun to be a fish? They are, after all, quite different from us.

Fish have no ears as we do. Their bodies are covered with thin, flat plates called scales. The only sounds they know are what they feel using certain scales along their sides. These are special scales called lateral lines.

We get oxygen from the air by using our lungs. Fish get oxygen from the water by using the gills on the sides of their heads. We can play in water and on land, but fish must stay in the water all the time.

Fish never get hot or cold. They are called cold-blooded because they are always the same temperature as the water around them. That means they have no need for hot soup, or cold lemonade, or cozy blankets, or cool sandals.

All in all, it's probably more fun being us.